

# **The Single Plan for Student Achievement**

## **Valley View Elementary**

School Name

19-65102-6023592

CDS Code

Date of this revision: January 2018

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Rebecca Davis  
Position: Principal  
Telephone Number: 661-943-2451  
Address: 3310 W Avenue L-8  
Lancaster, CA 93536  
E-mail Address: r.davis@westside.k12.ca.us

## **Westside Union Elementary School District**

School District

Superintendent: Regina Rossall  
Telephone Number: (661) 722-0716  
Address: 41914 50th Street West  
Quartz Hill, CA 93536  
E-mail Address: r.rossall@westside.k12.ca.us

The District Governing Board approved this revision of the School Plan on .

## **II. School Vision and Mission**

Our mission at Valley View is to educate all students to master Common Core State Standards in an environment that cultivates character, promotes critical thinking, and inspires the love of learning. Data will provide the path to the appropriate interventions and enrichment. Valley View staff will point the way for students to risk, grow, and achieve.

### III. School Profile

This urban-rural community is located in the Antelope Valley approximately 90 miles northeast of Los Angeles. The community is a very diverse one. Many of the area residents are upwardly mobile, employed in a wide variety of professions including aircraft construction and testing, space exploration and related skill areas, agriculture, transportation and allied people services. Numerous residents commute to the greater Los Angeles area for employment. Edwards Air Force Base, Boeing, Lockheed Aircraft Company, and Northrup Grumman are within close proximity. However, in many areas of the community substantial numbers of families find it difficult to subsist without some sort of public assistance. Many of these wage earners are laborers or seasonal workers, earning less than minimum wage. Finding ways to effectively address the needs of such diversity is just one of the many challenges that the schools of the District must address.

Founded in 1959, Valley View currently serves 800 students in grades Kindergarten through Sixth. The student body includes 37.5% Caucasian, 47% Hispanic, 12.4% African American, 3.1% Other. Approximately 58% of our students are socioeconomically disadvantaged. The mobility of students during the school year is significant. The Valley View staff includes 36 certificated and 57 classified personnel.

Our diverse student population is served through several specialized programs including: Title 1, English Language Learners, GATE and Special Education. Special Education services include Speech and Language, Resource Specialist Program, Four Special Day Classes. Two of the Special Day Classes serve students experiencing extreme emotional and/or behavioral difficulties which are impacting their ability to access the curriculum. We have a full-time vice principal, counselor, school psychologist. Eligible students are able to access School Based Mental Health supports.

In June of 2010, Valley View was awarded the California Distinguished School Award. Valley View is AVID Elementary certified, with AVID implemented school wide.

The instructional day lasts from 7:45 a.m. to 1:50 p.m. for Kindergarten, 1st, 2nd and 3rd grade and from 7:40 a.m. to 1:55 p.m. for 4th, 5th, and 6th grade. After school care is provided from 1:50 p.m. to 6:00 p.m. through the City of Lancaster's Valley View Enrichment program.

#### **IV. Comprehensive Needs Assessment Components**

##### **A. Data Analysis (See Appendix A)**

##### **B. Analysis of Current Instructional Program (See Appendix B)**

#### **V. Description of Barriers and Related School Goals**

##### **ANALYSIS OF CURRENT EDUCATIONAL PRACTICE**

The following statements characterize educational practice at Valley View School:

Alignment of curriculum, instruction and materials to Common Core State Standards:

Reading, language arts, math, science, and history curriculum, instruction and materials are directly aligned to the Common Core State Standards and the district's performance standards. Common Core State Standards-based staff development opportunities are available. Teachers work with the members of their grade level to develop year-long pacing plans to ensure that instruction in the core academic areas will address the standards. Pacing plans are reviewed quarterly. Most grade levels meet regularly to review student work and assessment data to ensure that students are mastering skills addressed by the content standards. Site administrators receive training on the content standards and how to coach, supervise and evaluate teachers according to their ability to teach the standards. Staff members continue to work in the area of differentiating instruction to meet the needs of all students, particularly those participating in GATE, ELL and special education. Staff members also continue to work to ensure that the goals and objectives of students receiving special education services are aligned with grade level appropriate content standards.

Availability of standards-based instructional materials appropriate to all student groups:

The district has worked diligently to ensure that reading, language arts, math, science, and social studies curricula, instruction and materials are directly aligned to the Common Core State Standards as well as the district content and performance standards. Students are provided with textbooks that are aligned with the Common Core State Standards. Care is taken by site staff members to ensure that supplemental support materials are Common Core State Standards-based. The increased availability of standards-based materials for ELL, GATE and special education students would strengthen the instructional program.

Alignment of staff development to standards, assessed student performance and professional needs:

Staff members have the opportunity to attend staff development to address the alignment of standards, assessed student performance, and professional needs. BTSA and intern PLCs provide support and instruction for beginning teachers. School site meeting time is used to analyze data, collaborate, presentation and discussion of best practices. Administrative training is offered to administrators and teachers to provide assistance in using formal and informal assessment data to guide and inform instruction.

Services provided by the regular program to enable Underperforming students to meet standards:

Students having difficulty meeting grade level expectations are offered many opportunities to achieve academic success. Instructional assistants (Title I) work with students in the classroom for supplemental support. Several grade levels utilize some form of flexible grouping in their classroom to deliver reading and/or language arts instruction to groups of students with similar strengths and challenges. Push-in Resource assistance is available for qualified students at all grade levels. In addition, since our school offers an intervention program designed to meet the needs of students who are struggling as well as provide enrichment opportunities for achieving students through Universal Design for Learning (UDL) each day for all grade levels. English Language Learners are clustered by proficiency level within each grade level. Student Success Teams (SSTs) and Child Study Teams (CSTs) are convened to address students who are experiencing difficulty accessing the curriculum despite interventions by the classroom teacher. SSTs consist of the classroom teacher, parent and the principal. CSTs consist of the classroom teacher, parent, the Resource specialist, principal and the school psychologist. Students struggling with reading receive additional support through implementation of the Fast ForWord and Reading Assistant as well as after school enrichment programs. Students experiencing difficulty in math receive additional support through the implementation of programs such as Big Brainz, Front Row Math, and Khan Academy.

## VI. Planned Improvements in Student Performance

The school site council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic growth targets and grade level expectations. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

<b>SCHOOL GOAL #1</b> <b>(Based on conclusions from Analysis of Program Components and Student Data pages)</b> GOAL # 1 for Improving Student Achievement in English Language Arts: By May of the 2017-2018 school year at least 89.2% Valley View students will increase by 3% in the categories of Standards Exceeded, Standards Met, and Standards Nearly Met, in the area of English Language Arts as measured by district benchmark, Interim assessments, classroom assessment data and CAASPP testing.	
<b>Student groups and grade levels to participate in this goal:</b> Student groups participating in this goal: All Valley View students	<b>What data did you use to develop this goal.?</b> Student growth is expected to be demonstrated through achievement on District Benchmarks, Classroom Assessments, Interim SBA and CAASP testing.
<b>What were the findings from the analysis of this data?</b> Means of evaluating progress toward this goal: Informal assessment data, Kindergarten - 6th grade benchmark assessment data, Progress Reports, Report Cards, Interim SBA.	<b>How will the school evaluate progress made toward achieving this goal?</b> Group data needed to measure academic gains: Classroom Assessment and CAASPP Data.

<b>SCHOOL GOAL #1</b>				
<b>Actions to be Taken to Reach This Goal</b> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	<b>Start Date</b> <b>Completion Date</b>	<b>Proposed Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
1.1 Alignment of instruction with content standards:  1. Develop grade-level year-long pacing plans that are reviewed quarterly.  2. Evaluate, analyze and disaggregated available data annually, making adjustments in the ELA program as necessary.  3. Use curricular materials aligned with content standards.  4. Regularly analyze student work to ensure progress toward mastery of content standards.  5. Articulate ELA curriculum between grade levels.  6. Set and present learning objectives aligned with the CCSS during instruction.  LCAP: Goal 1: Education for Life and Work: Ensure all students are well-equipped with the cognitive, linguistic, interpersonal, and intrapersonal skills necessary to be successful in a global society.	1. Staff/Ongoing  2. Staff/Ongoing  3. Staff/Ongoing  4. Staff/Ongoing  5. Staff/Ongoing  6. Staff/Ongoing	1. No anticipated costs  2. No anticipated costs  3. No anticipated costs  4. No anticipated costs  5. No anticipated costs  6. No anticipated costs	1. NC  2. NC  3. NC  4. NC  5. NC  6. NC	1. NA  2. NA  3. NA  4. NA  5. NA  6. NA

<b>SCHOOL GOAL #1</b>				
<b>Actions to be Taken to Reach This Goal</b> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	<b>Start Date Completion Date</b>	<b>Proposed Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
<p>1.2 Improvement of instructional strategies and materials:</p> <p>1. Regularly analyze student work and common formative assessments in grade level data teams to ensure progress toward mastery of ELA content standards.</p> <p>2. Use technology to increase student engagement with targeted students.</p> <p>3. Use cross-curricular materials and strategies including AVID strategies, Westside Writing and technology to facilitate integration of Language Arts across the grade levels.</p> <p>4. Implement both integrated and designated ELD strategies provided in the new ELA curriculum to increase learning for English Language Learners</p> <p>LCAP: Goal 1: Education for Life and Work: Ensure all students are well-equipped with the cognitive, linguistic, interpersonal, and intrapersonal skills necessary to be successful in a global society.</p>	<p>1. Staff/Ongoing</p> <p>2. Staff/Ongoing</p> <p>3. Staff/Ongoing</p> <p>4. Staff/Ongoing</p>	<p>1. No anticipated cost</p> <p>2. Purchase/replace document cameras, digital projectors and Chromebooks</p> <p>3. No anticipated costs</p> <p>4. No anticipated costs</p>	<p>1. NC</p> <p>2. 5,527</p> <p>3. NC</p> <p>4. NC</p>	<p>1. NA</p> <p>2. Title I</p> <p>3. NA</p> <p>4. NA</p>

<b>SCHOOL GOAL #1</b>				
<b>Actions to be Taken to Reach This Goal</b> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	<b>Start Date Completion Date</b>	<b>Proposed Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
<p>1.3 Increased educational opportunity:</p> <p>1. Provide targeted interventions &amp; Enrichment opportunities through the Structured Universal Design for Learning (UDL) with the classroom teacher. Utilize Title 1 Instructional Assistants to go to classroom to support UDL time.</p> <p>2. Expand Library services to include E-books and study areas.</p> <p>3. Use standards-based supplemental curricular materials to support the ELD, GATE, SDC and Resource programs</p> <p>4. Provide a variety of experiences, field trips and assemblies which support and enrich the ELA curriculum.</p> <p>5. Provide targeted after school tutoring .</p> <p>LCAP: Goal 2: Access for All: Provide all students access to a high quality instructional program and the research-based supports necessary for them to engage fully and meaningfully with the program.</p>	<p>1. Staff/Ongoing</p> <p>2. Staff/Ongoing</p> <p>3. Staff/Ongoing</p> <p>4. Staff/Ongoing</p> <p>5. Staff /Ongoing</p>	<p>1. Aide salaries</p> <p>2. To be determined</p> <p>3. No anticipated cost</p> <p>4. Purchase entry fees, transportation costs, consultants' fees, certificated/classified substitutes' salaries</p> <p>5. Certificated salaries</p>	<p>1. \$22,096</p> <p>2. NC</p> <p>3. NC</p> <p>4. Dependent upon available funding.</p> <p>5. \$3,000</p>	<p>1. Title I</p> <p>2. Grants</p> <p>3. NA</p> <p>4.PTA</p> <p>5. Title I</p>

<b>SCHOOL GOAL #1</b>				
<b>Actions to be Taken to Reach This Goal</b> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	<b>Start Date Completion Date</b>	<b>Proposed Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
1.4 Staff development and professional collaboration:  1. Provide collaborative planning time at staff and grade level meetings to address the content standards, standards-based instruction, and WICORized lessons.  2. Provide time for collaborative data analysis, intervention planning and setting grade level goals.  3. Support and participate in district-sponsored professional learning opportunities in ELA.  4. Encourage staff participation in district curriculum committees.  5. Provide resources related to best practices, standards-based instructional strategies, assessment and grading.  6. Support new teachers through New Teacher Induction or Intern PLC.  LCAP: Goal 1: Education for Life and Work: Ensure all students are well-equipped with the cognitive, linguistic, interpersonal, and intrapersonal skills necessary to be successful in a global society.	1. Staff/Ongoing  2. Staff/Ongoing  3. Staff/Ongoing  4. Staff/Ongoing  5. Staff/Ongoing  6. Staff/Ongoing	1. No anticipated cost  2. Substitutes' Salaries  3. Substitutes' Salaries  4. No anticipated cost  5. Substitutes' Salaries  6. No anticipated cost	1. NC  2. \$1,200  3. NC  4. NC  5. Dependent upon available funding. 6. NC	1. NA  2. Title 1  3. District Funded  4. NA  5. District Title I 6. NA
1.5 Involvement of staff, parents and community:  1. Maintain a School Site Council. Update SSC on assessment results in ELA. Solicit SSC input on improving ELA program.  2. Encourage staff, parental and community involvement in the PTA.  3. Encourage parental involvement through activities such as: Back to School Night, Title I Parent Information Night, Kindergarten Round-Up, Open House, Parent/Teacher Conferences, Parent Education Workshops, and district committees, ELAC, Latino Literacy, Biannual EL conferences, and AVID Family Workshops.  4. Provide student planners for 2nd thru 6th graders to facilitate home school communication.  LCAP: Goal 1: Education for Life and Work: Ensure all students are well-equipped with the cognitive, linguistic, interpersonal, and intrapersonal skills necessary to be successful in a global society.	1. Staff/Ongoing  2. Staff/Ongoing  3. Staff/Ongoing  4. Staff/Ongoing	1. No anticipated costs  2. No anticipated costs  3. Duplication of materials for workshops, extra duty prep for teachers  4. Purchase Student Planners	1. NC  2. NC  3. \$435  4. \$2,000	1. NA  2. NA  3. Title 1  4. Title 1



<b>SCHOOL GOAL #1</b>				
<b>Actions to be Taken to Reach This Goal</b> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	<b>Start Date Completion Date</b>	<b>Proposed Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
<p>1.6 Auxiliary services for students and parents:</p> <p>1. Provide quarterly progress reports/report cards to parents to report student progress. At-risk notifications mailed home monthly.</p> <p>2. Students not finding success through the school wide UDL time will be referred for a Child Study Team (CST) meeting to determine if further assessment is necessary.</p> <p>LCAP: Goal 1: Education for Life and Work: Ensure all students are well-equipped with the cognitive, linguistic, interpersonal, and intrapersonal skills necessary to be successful in a global society.</p>	<p>1. Staff/Ongoing</p> <p>2. Staff/Ongoing</p>	<p>1. No anticipated costs</p> <p>2. No anticipated costs</p>	<p>1. NC</p> <p>2. NC</p>	<p>1. NA</p> <p>2. NA</p>
<p>1.7 Monitoring program implementation and results:</p> <p>1. Use classroom, district assessment, CELDT scores, and CAASP data to guide and inform instruction.</p> <p>2. Systematically analyze student work &amp; assessments to determine level of intervention/enrichment required to achieve maximum benefit for each student.</p> <p>LCAP: Goal 1: Education for Life and Work: Ensure all students are well-equipped with the cognitive, linguistic, interpersonal, and intrapersonal skills necessary to be successful in a global society.</p>	<p>1. Staff/Ongoing</p> <p>2. Staff/Ongoing</p>	<p>1. No anticipated cost</p> <p>2. No anticipated costs</p>	<p>1. NC</p> <p>2. NC</p>	<p>1. NA</p> <p>2. NA</p>

## VI. Planned Improvements in Student Performance (continued)

<b>SCHOOL GOAL #2</b> <b>(Based on conclusions from Analysis of Program Components and Student Data pages)</b> GOAL # 2 for Improving Student Achievement in Mathematics: By May of the 2016-2017 school year at least 89.2% Valley View students will increase by 3% in the categories of Standards Exceeded, Standards Met, and Standards Nearly Met, in the area of Mathematics as measured by district benchmark, Interim assessments, classroom assessment data and CAASPP testing.	
<b>Student groups and grade levels to participate in this goal:</b> Student groups participating in this goal: All Valley View Students	<b>What data did you use to develop this goal.?</b> Means of evaluating progress toward this goal: Informal assessment data, Kindergarten - 6th grade benchmark assessment data, Progress Reports, Report Cards, Interim SBA data.
<b>What were the findings from the analysis of this data?</b> Means of evaluating progress toward this goal: Informal assessment data, Kindergarten - 6th grade benchmark assessment data, Progress Reports, Report Cards, Interim SBA data.	<b>How will the school evaluate progress made toward achieving this goal?</b> Group data needed to measure academic gains: District benchmarks and classroom assessments.

<b>SCHOOL GOAL #2</b>				
<b>Actions to be Taken to Reach This Goal</b> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	<b>Start Date</b> <b>Completion Date</b>	<b>Proposed Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
2.1 Alignment of instruction with content standards:  1. Develop grade-level year-long pacing plans that are reviewed quarterly.  2. Evaluate, analyze and disaggregate CAASPP data annually, making adjustments in the Mathematics pacing plan as necessary.  3. Use curricular materials aligned with content standards.  4. Regularly analyze student work and data from common formative assessments to ensure progress toward mastery of content standards.  5. Articulate the progression of Mathematical Practices between grade levels.  6. Develop and present learning objectives aligned with CCSS during instruction.  LCAP: Goal 1: Education for Life and Work: Ensure all students are well-equipped with the cognitive, linguistic, interpersonal, and intrapersonal skills necessary to be successful in a global society.	1. Staff/Ongoing  2. Staff/Ongoing  3. Staff/Ongoing  4. Staff/Ongoing  5. Staff/Ongoing  6. Staff/Ongoing	1. No anticipated costs  2. No anticipated costs  3. No anticipated costs  4. No anticipated costs  5. No anticipated costs  6. No anticipated costs	1. NC  2. NC  3. NC  4. NC  5. NC  6. NC	1. NA  2. NA  3. NA  4. NA  5. NA  6. NA

<b>SCHOOL GOAL #2</b>				
<b>Actions to be Taken to Reach This Goal</b> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	<b>Start Date Completion Date</b>	<b>Proposed Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
<p>2.2 Improvement of instructional strategies and materials:</p> <p>1. Regularly analyze student work and data from common formative assessments to ensure progress toward mastery of Mathematics content standards and Mathematical Practices.</p> <p>2. Use of technology to increase student engagement with targeted students i.e. Big Brainz, Khan Academy or other online math interventions. (See Goal 1.2.2)</p> <p>3. Use cross-curricular materials including technology to facilitate integration of Mathematics across the grade levels.</p> <p>4. Utilize ELD strategies for English Language Learners ( i.e. sentence frames, graphic organizers, anchor charts)</p> <p>LCAP: Goal 1: Education for Life and Work: Ensure all students are well-equipped with the cognitive, linguistic, interpersonal, and intrapersonal skills necessary to be successful in a global society.</p>	<p>1. Staff/Ongoing</p> <p>2. Staff/Ongoing</p> <p>3. Staff/Ongoing</p> <p>4. Staff/Ongoing</p>	<p>1. TESS Consultant Contracts</p> <p>2. Purchase/replace tech equipment and devices.</p> <p>3. No anticipated costs</p> <p>4. No anticipated costs</p>	<p>1. \$28,000</p> <p>2. See Goal 1.2.2</p> <p>3. NC</p> <p>4. NC</p>	<p>1. Title I</p> <p>2. Title I</p> <p>3. NA</p> <p>4. NA</p>
<p>2.3 Increased educational opportunity:</p> <p>1. Provide Differentiated Interventions &amp; Enrichment opportunities through the Structured in-school program, Universal Design For Learning (UDL) time.</p> <p>2. Mainstream special needs students for Mathematics instruction as appropriate.</p> <p>3. Provide books, materials, multimedia and instructional technology to support the Mathematics program.</p> <p>4. Use standards-based supplemental curricular materials to support the ELD, GATE, SDC and Resource programs.</p> <p>5. Provide a variety of experiences, field trips and assemblies which support and enrich the Mathematics curriculum.</p> <p>6. Provide targeted after school tutoring.</p> <p>LCAP: Goal 2: Access For All: Provide all students access to a high quality instructional program and the research-based supports necessary for them to engage fully and meaningfully with the program.</p>	<p>1. Staff/Ongoing</p> <p>2. Staff/Ongoing</p> <p>3. Staff/Ongoing</p> <p>4. Staff/Ongoing</p> <p>5. Staff/Ongoing</p> <p>6. Staff/Ongoing</p>	<p>1. Aide salaries</p> <p>2. No anticipated cost</p> <p>3. No anticipated cost</p> <p>4. Purchase materials, supplies, and equipment</p> <p>5. Purchase entry fees, transportation costs, consultants' fees, certificated/classified substitutes' salaries</p> <p>6. Certificated salaries</p>	<p>1. \$22, 096</p> <p>2. NC</p> <p>3. NC</p> <p>4. Dependent upon available funding.</p> <p>5. Dependent upon available funding.</p> <p>6. \$3,0000</p>	<p>1. Title I</p> <p>2. NA</p> <p>3. NA</p> <p>4. Base Grant</p> <p>5. PTA Donation</p> <p>6. Title I</p>

<b>SCHOOL GOAL #2</b>				
<b>Actions to be Taken to Reach This Goal</b> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	<b>Start Date Completion Date</b>	<b>Proposed Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
<p>2.4 Staff development and professional collaboration:</p> <p>1. Provide time for collaborative planning at staff and grade level meetings to address the CCSS and standards-based instruction.</p> <p>2. Provide time for collaborative data analysis, develop grade level goals, and intervention design &amp; planning.</p> <p>3. Support and participate in district-sponsored in-services in Mathematics, such as Data Teams.</p> <p>4. Encourage staff participation in district curriculum committees.</p> <p>5. Provide resources related to best practices, standards-based instructional strategies, assessment and grading.</p> <p>6. Support new teachers through New Teacher Induction Support.</p> <p>LCAP: Goal 1: Education for Life and Work: Ensure all students are well-equipped with the cognitive, linguistic, interpersonal, and intrapersonal skills necessary to be successful in a global society.</p>	<p>1. Staff/Ongoing</p> <p>2. Staff/Ongoing</p> <p>3. Staff/Ongoing</p> <p>4. Staff/Ongoing</p> <p>5. Staff/Ongoing</p> <p>6. Staff/Ongoing</p>	<p>1. No anticipated cost</p> <p>2. Substitutes' Salaries</p> <p>3. Substitutes' Teachers</p> <p>4. No anticipated cost</p> <p>5. Substitutes' salaries</p> <p>6. No anticipated cost</p>	<p>1. NC</p> <p>2. \$1,200</p> <p>3. NC.</p> <p>4. NC</p> <p>5. Dependent upon available funding.</p> <p>6. Dependent upon available funding.</p>	<p>1. NA</p> <p>2. Title 1</p> <p>3. District Funded</p> <p>4. NA</p> <p>5. District Title I</p> <p>6. NA</p>
<p>2.5 Involvement of staff, parents and community:</p> <p>1. Maintain a School Site Council. Update SSC on assessment results in Mathematics. . Solicit SSC input on improving Mathematics program.</p> <p>2. Encourage staff, parental and community involvement in the PTA.</p> <p>3. Encourage parental involvement through activities such as: Back to School Night, Title I Parent Information Night, Kindergarten Round-Up, Open House, Parent/Teacher Conferences, Biannual EL conferences, Parent Education Workshops, and district committees, ELAC, and AVID Family Workshops.</p> <p>4. Provide student planners for 2nd thru 6th graders to facilitate home school communication.</p> <p>LCAP: Goal 1: Education for Life and Work: Ensure all students are well-equipped with the cognitive, linguistic, interpersonal, and intrapersonal skills necessary to be successful in a global society.</p>	<p>1. Staff/Ongoing</p> <p>2. Staff/Ongoing</p> <p>3. Staff/Ongoing</p> <p>4. Staff/Ongoing</p>	<p>1. No anticipated costs</p> <p>2. No anticipated costs</p> <p>3. Duplication of materials for workshops, sub salaries, extra duty prep for teachers</p> <p>4. Purchase Student Planners</p>	<p>1. NC</p> <p>2. NC</p> <p>3. \$434</p> <p>4. See Goal 1.5.4</p>	<p>1. NA</p> <p>2. NA</p> <p>3. Title 1</p> <p>4. Title 1</p>

<b>SCHOOL GOAL #2</b>				
<b>Actions to be Taken to Reach This Goal</b> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	<b>Start Date Completion Date</b>	<b>Proposed Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
<p>2.6 Auxiliary services for students and parents:</p> <p>1. Provide quarterly progress reports/report cards to parents to report student progress. At-risk notifications sent monthly.</p> <p>2. Students not finding success through the school wide intervention/enrichment program will be referred for a Child Study Team (CST) meeting to determine if further assessment is necessary.</p> <p>LCAP: Goal 1: Education for Life and Work: Ensure all students are well-equipped with the cognitive, linguistic, interpersonal, and intrapersonal skills necessary to be successful in a global society.</p>	<p>1. Staff/Ongoing</p> <p>2. Staff/Ongoing</p>	<p>1. No anticipated costs</p> <p>2. No anticipated costs</p>	<p>1. NC</p> <p>2. NC</p>	<p>1. NA</p> <p>2. NA</p>
<p>2.7 Monitoring program implementation and results:</p> <p>1. Use classroom, district assessment and CAASP data to guide and inform instruction.</p> <p>2. Systematically analyze student work &amp; assessments to determine level of intervention/enrichment required to achieve maximum benefit for each student.</p> <p>LCAP: Goal 1: Education for Life and Work: Ensure all students are well-equipped with the cognitive, linguistic, interpersonal, and intrapersonal skills necessary to be successful in a global society.</p>	<p>1. Staff/Ongoing</p> <p>2. Staff/Ongoing</p>	<p>1. No anticipated cost</p> <p>2. No anticipated cost</p>	<p>1. NC</p> <p>2. NC</p>	<p>1. NA</p> <p>2. NA</p>

## VI Planned Improvements in Student Performance (continued)

<b>SCHOOL GOAL #3</b> <b>(Based on conclusions from Analysis of Program Components and Student Data pages)</b> GOAL # 3 for Improving Student Achievement through School Safety: Valley View students will be educated in a safe and nurturing environment that is conducive to learning.	
<b>Student groups and grade levels to participate in this goal:</b> Student groups participating in this goal: All Valley View Students	<b>What data did you use to develop this goal.?</b> See Goal #1 & #2
<b>What were the findings from the analysis of this data?</b> Means of evaluating progress toward this goal: Increase in attendance rates, decrease in suspension rates, California Healthy Kids Survey Results	<b>How will the school evaluate progress made toward achieving this goal?</b> See Goal #1 & #2

<b>SCHOOL GOAL #3</b>				
<b>Actions to be Taken to Reach This Goal</b> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	<b>Start Date Completion Date</b>	<b>Proposed Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
<b>3.1 Alignment of instruction with content standards:</b>  1. Participate in Random Acts of Kindness such as the Great Kindness Challenge.  2. Anti-Bullying activities throughout the year.  LCAP: Goal 3: Active and Responsible Citizenship: Develop and implement programs that support students' academic, behavioral, and social-emotional growth and success.	1. Staff/Ongoing  2. Staff/Ongoing	1. No anticipated cost  2. Materials/Supplies	1. NC  2. \$500	1. NA  2. Supplemental Grant
<b>3.2 Improvement of instructional strategies and materials:</b>  1. Support teachers in maintaining a student centered approach and employing classroom practices that encourage students to make wise life-long health choices.  2. Explicitly teach social skills and implement Boystown strategies to praise and correct student behavior.  LCAP: Goal 3: Active and Responsible Citizenship: Develop and implement programs that support students' academic, behavioral, and social-emotional growth and success.	1. Administrator/ Ongoing  2. Administrator/Counselor/ Staff	1. No anticipated cost  2. No anticipated cost	1. NC  2. NC	1. NA  2. NA

<b>SCHOOL GOAL #3</b>				
<b>Actions to be Taken to Reach This Goal</b> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	<b>Start Date Completion Date</b>	<b>Proposed Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
<p>3.3 Extended learning time: Support and encourage activities that promote positive school climate such as:</p> <p>1. Student of the Month, Honors, celebrating individual accomplishments (i.e. reading goals, citizenship, etc) and other awards assemblies, birthday recognition, and activities.</p> <p>2. AVID Schoolwide event (Student Success Week, Career Day, etc), AVID Ambassadors, WAVE events, Student Council, Red Ribbon Week, Robotics, Reading Club, Science Olympiad, Random Acts of Kindness Club, sports teams (track and cross country).</p> <p>3. Band for 4th, 5th and 6th graders.</p> <p>LCAP: Goal 2: Access For All: Provide all students access to a high quality instructional program and the research-based supports necessary for them to engage fully and meaningfully with the program.</p> <p>LCAP: Goal 3: Active and Responsible Citizenship: Develop and implement programs that support students' academic, behavioral, and social-emotional growth and success.</p>	<p>1. Staff/Ongoing</p> <p>2. Staff/Ongoing</p> <p>3. Staff/Ongoing</p>	<p>1. Purchase student ribbons and certificates</p> <p>2. No anticipated cost</p> <p>3. Purchase band materials and supplies</p>	<p>1. Dependent upon available funding.</p> <p>2. NC</p> <p>3. Dependent upon available funding.</p>	<p>1. PTA</p> <p>2. NA</p> <p>3. District</p>
<p>3.4 Increased educational opportunity:</p> <p>1. Recognize student accomplishments and achievement through schoolwide "caught being good" tickets/raffles, classroom and schoolwide ceremonies such as Student of the Month and Semester Awards assemblies.</p> <p>2. Collaborate with the district to develop and implement a schoolwide attendance incentive program.</p> <p>3. Collaborate with District to develop and implement a schoolwide discipline plan and present plan in regular grade level discipline assemblies.</p> <p>LCAP: Goal 3: Active and Responsible Citizenship: Develop and implement programs that support students' academic, behavioral, and social-emotional growth and success.</p>	<p>1. Staff/Ongoing</p> <p>2. Staff/Ongoing</p> <p>3. Staff/Ongoing</p>	<p>1. Certificates, ribbons</p> <p>2. Attendance Incentive items</p> <p>3. No anticipated cost</p>	<p>1. Dependent upon available funding.</p> <p>2. Dependent upon available funding.</p> <p>3. NC</p>	<p>1. PTA, Donation</p> <p>2. PTA, Donation, URGF</p> <p>3. NA</p>

<b>SCHOOL GOAL #3</b>				
<b>Actions to be Taken to Reach This Goal</b> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	<b>Start Date Completion Date</b>	<b>Proposed Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
<p>3.5 Staff development and professional collaboration:</p> <p>1. Participate in Boystown coaching and data collection to strengthen implementation of the program.</p> <p>2. Provide professional development in the areas of classroom and playground management, bullying and child abuse/neglect policies and procedures.</p> <p>3. Provide time at grade level and staff meetings to address school safety concerns.</p> <p>4. Conduct regular Safety Committee meetings.</p> <p>LCAP: Goal 3: Active and Responsible Citizenship: Develop and implement programs that support students' academic, behavioral, and social-emotional growth and success.</p>	<p>1. Administrator/ District/ Ongoing</p> <p>2. Administrator/ Ongoing</p> <p>3. Administrator/ Ongoing</p> <p>4. Administrator/ Ongoing</p>	<p>1. No anticipated cost</p> <p>2. No anticipated cost</p> <p>3. No anticipated cost</p> <p>4. No anticipated cost</p>	<p>1. Dependent Upon available funding.</p> <p>2. NC</p> <p>3. NC</p> <p>4. NC</p>	<p>1. Supplemental Grant</p> <p>2. NA</p> <p>3. NA</p> <p>4. NA</p>
<p>3.6 Involvement of staff, parents and community:</p> <p>1. Regularly review school discipline policy, soliciting input from parents and staff.</p> <p>2. Regularly review the school and district disaster preparedness plans.</p> <p>3. Communicate policies relating to school safety to parents and community members through parent/student handbook, Valley View Newsletter, Power School Daily Bulletin, school's website, Remind app, School Messenger, parent information meetings, discipline assemblies.</p> <p>4. Actively recruit parents to serve on school committees such as WAVE, DELAC, Safety Committee and School Site Council.</p> <p>5. Encourage parents and staff to become involved with the PTA.</p> <p>6. Participate in school-community activities like the Robotics competitions, Science Olympiad, WAVE events, Red Ribbon Week, Walk to School Day, Wreaths Across America, United Way coin drive, Relay for Life, Grace Resource Food Drive, and Top Ramen Drive.</p> <p>LCAP: Goal 3: Active and Responsible Citizenship: Develop and implement programs that support students' academic, behavioral, and social-emotional growth and success.</p>	<p>1. Administrator/ Staff/Ongoing</p> <p>2. Administrator/ Staff/Ongoing</p> <p>3. Administrator/ Staff/Ongoing</p> <p>4. Administrator/ Staff/Ongoing</p> <p>5. Administrator/ Staff/Ongoing</p> <p>6. Administrator/ Staff/Ongoing</p>	<p>1. No anticipated cost</p> <p>2. No anticipated cost</p> <p>3. No anticipated cost</p> <p>4. No anticipated cost</p> <p>5. No anticipated cost</p> <p>6. Registration/ Entry fees</p>	<p>1. NC</p> <p>2. NC</p> <p>3. NC</p> <p>4. NC</p> <p>5. NC</p> <p>6. Dependent upon available funding.</p>	<p>1. NA</p> <p>2. NA</p> <p>3. NA</p> <p>4. NA</p> <p>5. NA</p> <p>6. PTA/ Donations</p>



<b>SCHOOL GOAL #3</b>				
<b>Actions to be Taken to Reach This Goal</b> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	<b>Start Date Completion Date</b>	<b>Proposed Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
<p>3.7 Auxiliary services for students and parents:</p> <p>1. Encourage attendance of after school enrichment, summer school and other extended year programs for at-risk students.</p> <p>2. Convene SSTs/CSTs as needed for at-risk students.</p> <p>3. Refer parents and students to the Student Attendance Review Board or to the ACT Program to address serious attendance and behavioral concerns.</p> <p>4. Provide additional office support as needed to maintain student records, prepare materials and to facilitate home-school communication with parents of EL students.</p> <p>LCAP: Goal 3: Active and Responsible Citizenship: Develop and implement programs that support students' academic, behavioral, and social-emotional growth and success.</p>	<p>1. Staff/ June-July</p> <p>2. Staff/ On-going</p> <p>3. Administrator/ Monthly</p> <p>4. Staff/Ongoing</p>	<p>1. Staff stipends/ Summer School supplies</p> <p>2.No additional cost</p> <p>3. No additional cost</p> <p>4. Bilingual Assistant Salaries</p>	<p>1. Dependent upon available funding.</p> <p>2. NC</p> <p>3. NC</p> <p>4. Dependent upon available funding.</p>	<p>1. Supplemental Grant</p> <p>2. NA</p> <p>3. NA</p> <p>4. Supplemental Grant</p>
<p>3.8 Monitoring program implementation and results:</p> <p>1. Review grade level/staff meeting agendas and attendance logs.</p> <p>2. Review professional development attendance logs.</p> <p>3. Review results of student, parent, staff surveys.</p> <p>4. Monitor attendance, office referral and suspension rates.</p> <p>LCAP: Goal 3: Active and Responsible Citizenship: Develop and implement programs that support students' academic, behavioral, and social-emotional growth and success.</p>	<p>1. Administrator/ Ongoing</p> <p>2. Administrator/ Ongoing</p> <p>3. Administrator/ Ongoing</p> <p>4. Administrator/ Ongoing</p>	<p>1. No anticipated cost</p> <p>2. No anticipated cost</p> <p>3. No anticipated cost</p> <p>4. No anticipated cost</p>	<p>1. NC</p> <p>2. NC</p> <p>3. NC</p> <p>4. NC</p>	<p>1. NA</p> <p>2. NA</p> <p>3. NA</p> <p>4. NA</p>

## VI Planned Improvements in Student Performance (continued)

<b>SCHOOL GOAL #4</b> (Based on conclusions from Analysis of Program Components and Student Data pages)	
Student groups and grade levels to participate in this goal:	What data did you use to develop this goal.?
What were the findings from the analysis of this data?	How will the school evaluate progress made toward achieving this goal?

SCHOOL GOAL #4				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source

## VI Planned Improvements in Student Performance (continued)

<b>SCHOOL GOAL #5</b> (Based on conclusions from Analysis of Program Components and Student Data pages)				
Student groups and grade levels to participate in this goal:		What data did you use to develop this goal.?		
What were the findings from the analysis of this data?		How will the school evaluate progress made toward achieving this goal?		

  

<b>SCHOOL GOAL #5</b>				
<b>Actions to be Taken to Reach This Goal</b> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	<b>Start Date</b> <b>Completion Date</b>	<b>Proposed</b> <b>Expenditures</b>	<b>Estimated</b> <b>Cost</b>	<b>Funding</b> <b>Source</b>

## Appendix A - School and Student Performance Data

### CAASPP Results (All Students)

#### English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	109		125	104		124	103		124	95.4		99.2
Grade 4	99		118	98		118	98		118	99.0		100
Grade 5	107		120	102		120	102		120	95.3		100
Grade 6	118		107	114		106	113		106	96.6		99.1
All Grades	433		470	418		468	416		468	96.5		99.6

\* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2410.4		2411.4	11		19.35	29		28.23	38		26.61	22		25.81
Grade 4	2432.6		2426.8	12		7.63	14		25.42	32		18.64	42		48.31
Grade 5	2476.7		2483.8	7		9.17	31		34.17	26		26.67	35		30.00
Grade 6	2555.4		2506.0	21		8.49	46		30.19	25		35.85	7		25.47
All Grades	N/A	N/A	N/A	13		11.32	31		29.49	30		26.71	26		32.48

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	14		14.52	51		52.42	35		33.06
Grade 4	12		9.32	47		51.69	40		38.98
Grade 5	11		15.83	51		53.33	38		30.83
Grade 6	23		11.32	56		49.06	19		39.62
All Grades	15		12.82	51		51.71	33		35.47

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	14		18.55	61		54.03	22		27.42
Grade 4	11		11.86	54		46.61	34		41.53
Grade 5	11		17.50	52		56.67	37		25.83
Grade 6	34		17.92	51		50.94	13		31.13
All Grades	18		16.45	55		52.14	26		31.41

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	11		18.55	72		59.68	17		21.77
Grade 4	9		10.17	66		52.54	24		37.29
Grade 5	7		8.33	71		73.33	23		18.33
Grade 6	14		9.43	79		70.75	5		19.81
All Grades	10		11.75	72		63.89	17		24.36

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	16		24.19	68		47.58	17		28.23
Grade 4	9		10.17	54		61.02	36		28.81
Grade 5	18		22.50	70		50.00	13		27.50
Grade 6	41		19.81	51		55.66	8		24.53
All Grades	21		19.23	61		53.42	18		27.35

**Conclusions based on this data:**

1. First year taking the test. We have a number of students had difficulty but given the data and area of focus will be reading and writing. This means to continue with the Westside Writing, Fast For Word, and AVID Critical Reading Strategies.

## CAASPP Results (All Students)

### Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	109		125	104		124	102		124	95.4		99.2
Grade 4	99		118	99		118	98		118	100.0		100
Grade 5	107		120	102		120	101		120	95.3		100
Grade 6	118		107	114		106	113		106	96.6		99.1
All Grades	433		470	419		468	414		468	96.8		99.6

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2410.7		2391.1	5		5.65	29		21.77	36		34.68	29		37.90
Grade 4	2424.5		2425.7	1		4.24	13		15.25	41		38.98	43		41.53
Grade 5	2459.2		2451.1	5		4.17	16		8.33	33		36.67	45		50.83
Grade 6	2530.6		2503.7	11		2.83	30		23.58	35		46.23	23		27.36
All Grades	N/A	N/A	N/A	6		4.27	22		17.09	36		38.89	35		39.74

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	13		14.52	50		33.06	37		52.42
Grade 4	9		11.02	29		25.42	61		63.56
Grade 5	8		5.83	29		22.50	63		71.67
Grade 6	19		7.55	41		46.23	40		46.23
All Grades	13		9.83	37		31.41	50		58.76

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	19		12.90	49		49.19	32		37.90
Grade 4	4		6.78	43		44.07	52		49.15
Grade 5	8		5.00	42		42.50	50		52.50
Grade 6	14		5.66	67		53.77	19		40.57
All Grades	11		7.69	51		47.22	38		45.09

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	7		10.48	64		51.61	29		37.90
Grade 4	3		7.63	52		44.92	44		47.46
Grade 5	8		5.83	45		46.67	48		47.50
Grade 6	18		9.43	69		59.43	13		31.13
All Grades	9		8.33	58		50.43	33		41.24

**Conclusions based on this data:**

1. Based on the evidence, students struggle with concepts and procedures in Mathematics as explaining answers. Using evidence to justify their position is difficult.

## Appendix A - School and Student Performance Data (continued)

### California English Language Development (CELDT) Data

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K					***	40	***		60	***					
1	14		12	50	33	24	21	33	47	7		18	7	33	
2		13			27	50	***	33	33		27	17	***		
3	10		13	30	20	19	40	60	38	20		31		20	
4		25		40	50	40	20	25	40	20			20		20
5		20		67	40	33	33		67		20			20	
6			25	***	50	25	***	50	50						
Total	7	11	8	42	36	29	33	32	46	12	11	15	7	9	2



## Appendix B - Analysis of Current Instructional Program

This section lists statements about the instructional program adapted from NCLB, Title I, Part A and the related California Essential Program Components (EPC). To analyze these statements, the school site council will need information from a variety of sources (e.g., Survey Results, Library Plan, Master Plan, SARC).

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration was given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

### Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (NCLB)

District Benchmarks, Interim Assessments, CAASP Summative Assessment.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Staff regularly analyzes student performance on frequent common assessments.

Conclusions from Student Performance Data:

After analyzing formal and informal assessment data including district and state assessment data staff members have identified the following target areas:

English-Language Arts (including Westside Writing) & Mathematics

Conclusions from Parent and Teacher Input:

School wide improvement efforts outlined in this Single Plan include:

School wide Interventions focusing on increasing students abilities in the designated curricular areas. This is done through the implementation of Reading Interventions such as, Fast ForWord and focused Universal Design for Learning (UDL) Interventions teacher led and structured around students' needs

Maximizing time on task, particularly in the targeted areas. Focus on push into class interventions.

Pursuing meaningful, ongoing staff development opportunities and encouraging staff members to continue to avail themselves of staff development opportunities. Utilizing the expertise of staff members during grade level and staff meetings. Develop grade level data teams as well as data leadership team.

Continuing articulation of curriculum, particularly in the areas of reading and math, between grade levels.

Using staff and grade level meetings to discuss student data and how to use data to inform instruction. The primary focus of staff and grade level meetings should be the analysis of student data and the identification of effective strategies to build upon student strengths and to shore up student weaknesses. This is not being done as effectively at all grade levels. We made some progress in devoting the majority of staff meetings to analysis of student work.

Continuing to foster a positive learning environment in which students can learn and teachers can teach. Continue the Student Success Program and our Boystown training. Both programs have been positively received by students, staff and parents. Continuing to refer students to the school counselor as needed.

Continuing to more closely align IEPs for students receiving Resource or SDC assistance with the appropriate California Common Core Standards and grade level expectations. A concentrated effort is being made to reduce the percentage of time that Resource students (particularly in grades 3 - 6) spend in pullout programs and increase in-

class assistance. Whenever possible, our special education staff is using district curricular materials as the basis for their instruction, supplementing when necessary.

Encourage home- school communication and collaboration. We continue to provide student planners for all 4th through 6th grade students. Planners will be also be provided for 2nd and 3rd graders next year. We also hope to offer a series of parent workshops to provide parents with skills necessary to provide academic assistance for their students and to familiarize them with the district and state assessment programs

### Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (NCLB)

100% of the staff meets the Highly Qualified requirements.

4. Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC)

Red Ribbon Week, The Great Kindness Challenge

5. Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 training on SBE-adopted instructional materials) (EPC)

BTSA and Intern Teacher training

6. Alignment of staff development to content standards, assessed student performance, and professional needs (NCLB)

TESS, AVID Training, Westside Writing and Technology

7. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Math Coaches and Tech Guru's

8. Teacher collaboration by grade level (EPC)

TESS, AVID Training,

### Teaching and Learning

9. Alignment of curriculum, instruction, and materials to content and performance standards (NCLB)

AVID, New Math Curriculum training, Westside Writing, TESS training

10. Adherence to recommended instructional minutes for reading/language arts and mathematics (EPC)

100% Compliant

11. Lesson pacing schedule (EPC)

100% Compliant

12. Availability of standards-based instructional materials appropriate to all student groups (NCLB)

Adopted Math Curriculum utilized

13. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials (EPC)

## Boys Town Well Managed Schools PBIS curriculum and training

### Opportunity and Equal Educational Access

14. Services provided by the regular program that enable underperforming students to meet standards (NCLB)  
After School Targeted Tutoring, Before School Support
15. Research-based educational practices to raise student achievement at this school (NCLB)  
Fast ForWord for all struggling students.
16. Opportunities for increased learning time (Title I SWP and PI requirement)
17. Transition from preschool to kindergarten (Title I SWP)

### Involvement

18. Resources available from family, school, district, and community to assist under-achieving students (NCLB)  
Supplemental Grant funding Counseling Services for Foster, ELL and low SED
19. Strategies to increase parental involvement (Title I SWP)  
Latino Literacy Program, AVID Parent Workshops,
20. Involvement of parents, community representatives, classroom teachers, and other school personnel in the planning, implementation, and evaluation of consolidated application programs (5 CCR 3932)  
Parent Teacher Conferences, Parent Meetings, Attendance Meetings, Open House

### Funding

21. Services provided by categorical funds that enable underperforming students to meet standards (NCLB)  
Title I and Title III
22. Fiscal support (EPC)  
Supplemental Grant

## Appendix C - Programs Included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

State Programs		Allocation
X	LCFF-Base	\$0
	LCFF-Supplemental	\$
X	List and Describe Other State or Local funds: Unrestricted General Fund	\$22,400
Total amount of state categorical funds allocated to this school:		\$

Federal Programs		Allocation
True	Title I, Part A: Targeted Assistance Program <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$64,326
	Title I, Part A: Schoolwide <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$
	Title I, Part A: Parent Improvement <u>Purpose:</u> Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$
	Other Federal Funds (list and describe(42))	\$
Total amount of federal categorical funds allocated to this school:		\$64,326

Total amount of state and federal categorical funds allocated to this school:		\$86,726
---	--	----------

(42) For example, special education funds used in a School-Based Coordinated Program to serve students not identified as individuals with exceptional needs.

**Appendix D - 2014-15 Categorical District Services Budget**

## Appendix E - Recommendations and Assurances (Valley View Elementary)

The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

X English Learner Advisory Committee

Leticia Carlos  
Signature

Compensatory Education Advisory Committee

X Other committees established by the school or district (list):  
AVID Site Team

[Signature]  
Signature  
[Signature]  
Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: January 10, 2018

Attested:

Rebecca Davis

Typed Name of School Principal

Rebecca A Davis  
Signature of School Principal

1/10/2018  
Date

Liz Diachun

Typed Name of SSC Chairperson

[Signature]  
Signature of SSC Chairperson

1/10/18  
Date

## Appendix F - Valley View Elementary's Parent Involvement Policy

The staff of this school recognizes that parents/guardians are their children's first and most influential teachers and that continued parental involvement in the education of children contributes greatly to student achievement and a positive school environment.

In order to engage parents/guardians positively in their children's education, the principal or designee shall:

1. Ensure that teachers provide frequent reports to parents/guardians on their children's progress and hold parent-teacher conferences at least once per year with parents/guardians of elementary school students.
2. Provide opportunities for parents/guardians to observe classroom activities and to volunteer in their child's classroom.
3. Provide information about parent involvement opportunities through school, and/or class newsletters, the district's web site, phone message and other written or electronic communications.
4. Develop mechanisms to encourage parent/guardian input on school issues and programs.
5. To the extent practicable, provide full opportunities for the participation of parents/guardians with limited English proficiency, parents/guardians with disabilities, and parents/guardians of migrant children, including providing information and school reports required under 20 USC 6311(h) in a format and language such parents/guardians can understand.
6. Encourage greater parent/guardian participation by offering a flexible number of meetings and adjusting meeting schedules when practicable to accommodate parent/guardian needs.
7. Build the capacity of the school and parents/guardians for strong parent involvement by:
  - assisting parents/guardians in understanding such topics as the state's academic content standards and academic achievement standards, state and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children
  - providing materials and training to help parents/guardians work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parent involvement
  - educating teachers, student services personnel, principals, and other staff, with the assistance of parents/guardians, in the value and utility of parent/guardian contributions and in how to reach out to, communicate with, and work with parents/guardians as equal partners, implement and coordinate parent/guardian programs, and build ties between parents/guardians and the schools
  - informing parents/guardians and parent organizations of the existence and purpose of parent information and resource centers in the state that provide training, information, and support to parents/guardians of participating students
8. Engage parents/guardians positively in their children's education by helping them develop skills to use at home that support their children's academic efforts at school and their children's development as responsible members of society (Education Code 11502, 11504) through such activities as:
  - providing parents/guardians with information regarding ways to create an effective study environment at home and to encourage good study habits
  - encouraging parents/guardians to monitor their children's school attendance, homework completion, and television viewing
  - build consistent and effective communication between the home and school so that parents/guardians may know when and how to assist their children in support of classroom learning activities (Education Code 11502, 11504)
9. Jointly develop with the parents/guardians of a school-parent compact that outlines how parents/guardians, the entire school staff, and students will share responsibility for improved student academic achievement and the means by which the school and parents/guardians will build a partnership to help students achieve state standards.
10. This compact shall address:

- The school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating students to achieve the state's student academic achievement standards
- Ways in which parents/guardians will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television viewing; volunteering in the classroom; and participating, as appropriate, in decisions related to their children's education and the positive use of extracurricular time

11. The importance of communication between teachers and parents/guardians on an ongoing basis through, at a minimum:

- Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as it relates to the student's achievement
- Frequent reports to parents/guardians on their children's progress
- Reasonable access to staff, opportunities to volunteer and participate in their child's classroom, and observation of classroom activities

12. Convene an annual meeting, at a convenient time, to which all parents/guardians of participating students shall be invited and encouraged to attend, in order to inform parents/guardians of their school's participation in Title I and to explain Title I requirements and the right of parents/guardians to be involved

13. Involve parents/guardians in an organized, ongoing, and timely way in the planning; review; and improvement of school programs, including Title I programs; including the planning, review, and improvement of the school's parent involvement policy and the joint development of the school's Single Plan for Student Achievement

14. If the school's Single Plan for Student Achievement is not satisfactory to the parents/guardians of participating students, submit any parent/guardian comments when the school makes the plan available to the district

15. The principal or designee, jointly with parents/guardians shall annually review and update the school's parent involvement policy to meet the changing needs of parents/guardians and the school. (20 USC 6318)

#### Volunteers & Visitors

In order to maximize the safety of our students, this year we will continue to enforce our policies regarding parent access to school.

Volunteers – Non-District personnel who assist regularly in the classroom and/or interact with students. Volunteers will be provided with a Photo-ID upon clearance from the District of all Volunteer requirements.

Volunteers are:

- Classroom Helpers
- PTA Event Volunteers

Volunteers must:

- Have TB test on file with the District
- Have Fingerprints on file with the District
- Check in with the office upon arrival
- Display the Volunteer Photo-ID at all times
- Be pre-arranged with the Classroom Teacher or PTA Board

Visitors – Non-District personnel who are on campus for the purpose of a one-time function or one-time classroom visit. Visitors may not enter the cafeteria during the lunch period or be on the playground during recess.

Visits are:

- PTA Functions
- Awards Assemblies
- Scheduled Classroom Observations
- Scheduled Teacher Conferences during non-instructional time.
- Making a payment on student's lunch account. (This cannot occur while food service is open to students.)
- Etc.



Visitors must:

- Pre-Arrange visit with Classroom Teacher
- Sign-in at the front office.
- Display Visitor's badge at all times
- Proceed immediately to their stated destination

Any person not identified as a Volunteer or Visitor will not be permitted access to the school campus

## **Appendix G - Home/School Compact**

Westside Union School District  
Valley View School  
Home-School Compact

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, and students, the following are agreed upon roles and responsibilities that we, as partners, will carry out to support student success in school and life.

We, the Valley View community, believe that each of us has an important role to play in our students' school success. Therefore, we agree to carry out the following responsibilities to the best of our ability:

### **Student Pledge:**

#### Student's Responsibilities

I will:

- Come to school each day prepared to do my best and be ready to learn.
- Participate in class activities.
- Take responsibility for completing and returning my classwork and homework.

### **Parents Pledge:**

#### Parents' and Family's Responsibilities

We will:

- Make sure that our child attends school regularly; is on time, and is prepared to learn.
- Know what is expected of our child and what she/he is learning in school.
- Monitor our child's progress and communicate regularly with our child's teacher.
- Encourage, assist and/or read with our child nightly.
- Attend Back-to-School night, parent-teacher conferences and other school events.

### **Staff Pledge:**

#### Staff Responsibilities

We will:

- Provide meaningful learning activities that address challenging standards for all students.
- Communicate regularly with you about your student's progress and ways that you can provide assistance.
- Participate in meaningful staff development in effective teaching strategies, addressing the needs of a diverse student body, and working effectively with all members of our learning community.

### **Principal Pledge:**

#### Principal's Responsibilities

I will:

- Ensure that meaningful learning experiences that address challenging standards are provided for all students.
- Encourage and facilitate open communication between school and home
- Provide opportunities for parents to learn about school and district standards, expectations and programs and how they can assist at home.

- Allocate adequate resources to ensure that high standards can be met by all children.

## Appendix H - School Site Council Membership (Valley View Elementary)

Education Code Section 64001 requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows (43):

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Rebecca Davis	X				
Natalie Oster-Chapman				X	
Veronica Bernard				X	
Liz Diachun				X	
Colleen Moran				X	
Jonathan Over				X	
Seleana Alden		X			
Robin Kackley		X			
Renee Hofmann		X			
Kelly Quinlan			X		
<b>Numbers of members of each category</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>5</b>	

(43) At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

## Appendix I: Single Plan for Student Achievement Annual Evaluation

Pursuant to California Education Code Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Annual evaluation by the SSC and local educational agency (LEA) is a critical part of the continuous cycle of improvement for a school. Furthermore, it is an integral component of the Compensatory Education (CE) Federal Program Monitoring (FPM) review process for Single Plan for Student Achievements (SPSAs). During an FPM review, the SSC and LEA must be able to provide evidence of the evaluation process to determine if the needs of students are being met by the strategies described in the SPsA.

The SPsA annual evaluation may be a summary description of the school's progress toward implementation of the strategies and actions in the SPsA. The report may also include a data analysis of the school's progress towards its student achievement goals based on local, state, or national assessment data.

During the evaluation process, it is important for the SSC and LEA to exercise caution about jumping to conclusions about the effectiveness or non-effectiveness of specific activities and programs without examining the underlying causes. The SSC and LEA should consider all relevant factors when evaluating the plan, such as the degree of implementation, student enrollment changes, and health and safety issues.

### Plan Priorities

Identify the top priorities of the most recent board approved SPsA. (No more than 2–3.)

1. Improve student achievement in English Language Arts.
2. Improve student achievement in mathematics.
3. Provide a safe, nurturing environment conducive to learning.

Identify the major expenditures supporting these priorities.

1. Provide differentiated interventions & enrichment opportunities through the Structured Universal Design for Learning (UDL) with the classroom teacher. Paraprofessional support: \$45,188.28  
Use technology to increase student engagement with targeted students  
Purchase Chromebooks: \$12,468.08 Professional development- LACOE Tech Outreach : \$ 260.00  
Provide time for collaborative data analysis, intervention planning and setting grade level goals  
Teacher collaboration time: \$ 1653.84
2. Provide differentiated interventions & enrichment opportunities through the Structured Universal Design for Learning (UDL) with the classroom teacher Expenditure(s)- See Goal 1
3. No Title I expenditures

### Plan Implementation

Identify strategies in the most recent board approved SPsA that were fully implemented as described in the plan.

1. Provide paraprofessional support to allow teacher to provide differentiated interventions through Structured Universal Design for Learning.
2. Provide release time for collaboration, planning, data analysis (TESS coaching and support.)
3. Increase student access to technology. (Chromebooks purchased.)
4. Provide extended learning opportunities through afterschool intervention and enrichment.

Identify strategies in the most recent board approved SPsA that were not fully implemented as described in the plan or were not implemented within the specified timelines.

1. Teacher development of common formative assessments.

What specific actions related to those strategies were eliminated or modified during the year?

Identify barriers to full or timely implementation of the strategies identified above.

1. Staff members were tasked with implementing new mathematics and English Language Arts curricula at the same time.
2. Paraprofessionals work mornings only. Assistance during afternoons would be beneficial.
3. Staff still working through paradigm shift inherent in the move to the new standards.

4. Many parents feel ill-equipped to provide assistance with new student work involving new state standards and new curricula.

What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?

1. Staff meeting time used to provide support and professional development on new standards and new curricula.
2. Release time provided for teachers to work in grade level teams
3. Student/parental choice in homework activities provided by some grade levels.

What impact did the lack of full or timely implementation of these strategies have on student outcomes? What data did you use to come to this conclusion?

Decline in both English Language Arts and mathematics achievement as measured by results of Smarter Balanced assessments.

### Strategies and Activities

Identify those strategies or activities that were particularly effective in improving student achievement. What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?

1. Professional development facilitated by TESS consultants strengthened the ability of grade level teams to unpack the standards and to create common formative assessments and to use data to inform instruction.
2. Protocols have been developed that allow teachers to identify struggling students quickly and to discuss strategies and interventions.

Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.

Impact of paraprofessionals on improving academic achievement is unclear. It is imperative that metrics be identified or developed to gauge their impact.

Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement?

- ☐ Lack of timely implementation
- ☐ Limited or ineffective professional development to support implementation
- ☒ Lack of effective follow-up or coaching to support implementation
- ☒ Not implemented with fidelity
- ☐ Not appropriately matched to student needs/student population
- ☒ Other: Need for metrics to determine effectiveness

Based on the analysis of this practice, would you recommend:

- ☐ Eliminating it from next year's plan
- ☒ Continuing it with the following modifications:  
Establish metrics at the start of the 2017-2018 school year.

### Involvement/Governance

How was the SSC involved in development of the plan?

SSC was familiarized with the format of the new SBAC assessments, reflected on student assessment results, and identified barriers for student achievement. SSC identified the Title 1 goals and expected outcomes.

How were advisory committees involved in providing advice to the SSC?

Representatives from site advisory committees were invited and attended SSC meetings regularly. When representatives could not attend, SSC would solicit feedback through personal communication.

How was the plan monitored during the school year?

We looked at student work samples, benchmarks and teachers analyzed data and the implications for instructional practice. Data cycles were quarterly.

What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?  
A calendar of School Site Council activities will be developed to facilitate the timely review of data and effective monitoring of the Plan.

### Outcomes

Identify any goals in the most recent board approved SPSA that were met.  
Provide a safe, nurturing environment conducive to learning. (SPSA Goal 3)

Identify any goals in the most recent board approved SPSA that were not met, or were only partially met.  
Improve student achievement in English Language Arts. Not met. 11 point decline.  
Improve student achievement in mathematics. Not met 18 point decline.

List any strategies related to this goal that were identified above as "not fully implemented" or "ineffective" or "minimally" effective.  
During the 2016-2017 school year, the ratio of students to student electronic devices was approximately ten students to one device.  
Given the new state assessments were delivered on a digital platform, students expressed great difficulty demonstrating their academic ability due to a lack of technology fluency.

Based on this information, what might be some recommendations for future steps to meet this goal?

1. Provide opportunities to build strong parent-teacher- student connections.
2. Continue to provide opportunities for meaningful professional learning opportunities, particularly in the areas of:  
formative assessment, particularly short cycle formative assessment to inform instruction.  
highly effective first instruction in mathematics.  
highly effective first instruction in reading to support site goal of Reading by 3rd grade.  
effective integration of technology into day-to-day instruction.
3. Identify and/or develop appropriate metrics to measure the effectiveness of key strategies and activities, like professional support on student achievement.
4. Develop a system to monitor the effectiveness of key strategies.
5. Implement supports for parents to familiarize them with the new English Language Arts and mathematics curricula.
6. Develop materials and training for afterschool tutoring.
7. Investigate the feasibility of providing access to the computer labs before and after school.